

APPLIED ART AND DESIGN **AD05**
Unit 5 Professional practice, communication and meaning

CANDIDATE GUIDANCE

All teacher-assessed marks to be returned to AQA by 31 May

This document contains:

- general guidance
- set images
- details of the scenario and briefs.

For this paper you must have:

- appropriate art and design media, materials and technology.

Instructions

- Read the paper carefully. Before you start work make sure you understand all the information.
- Research the set images and produce a written analysis.
- Read the scenario and then choose **one** brief.
- You should research, investigate and develop your ideas in response to the client's brief.
- You must produce **two** ideas to present to the client and produce a Design Proposal for **one** of these ideas.
- You must hand in your research, preparatory work, your Design Proposal and your written notes at the end of the assignment, including a justification of your Design Proposal.
- The work submitted for this examination must be your own unaided work.

Information

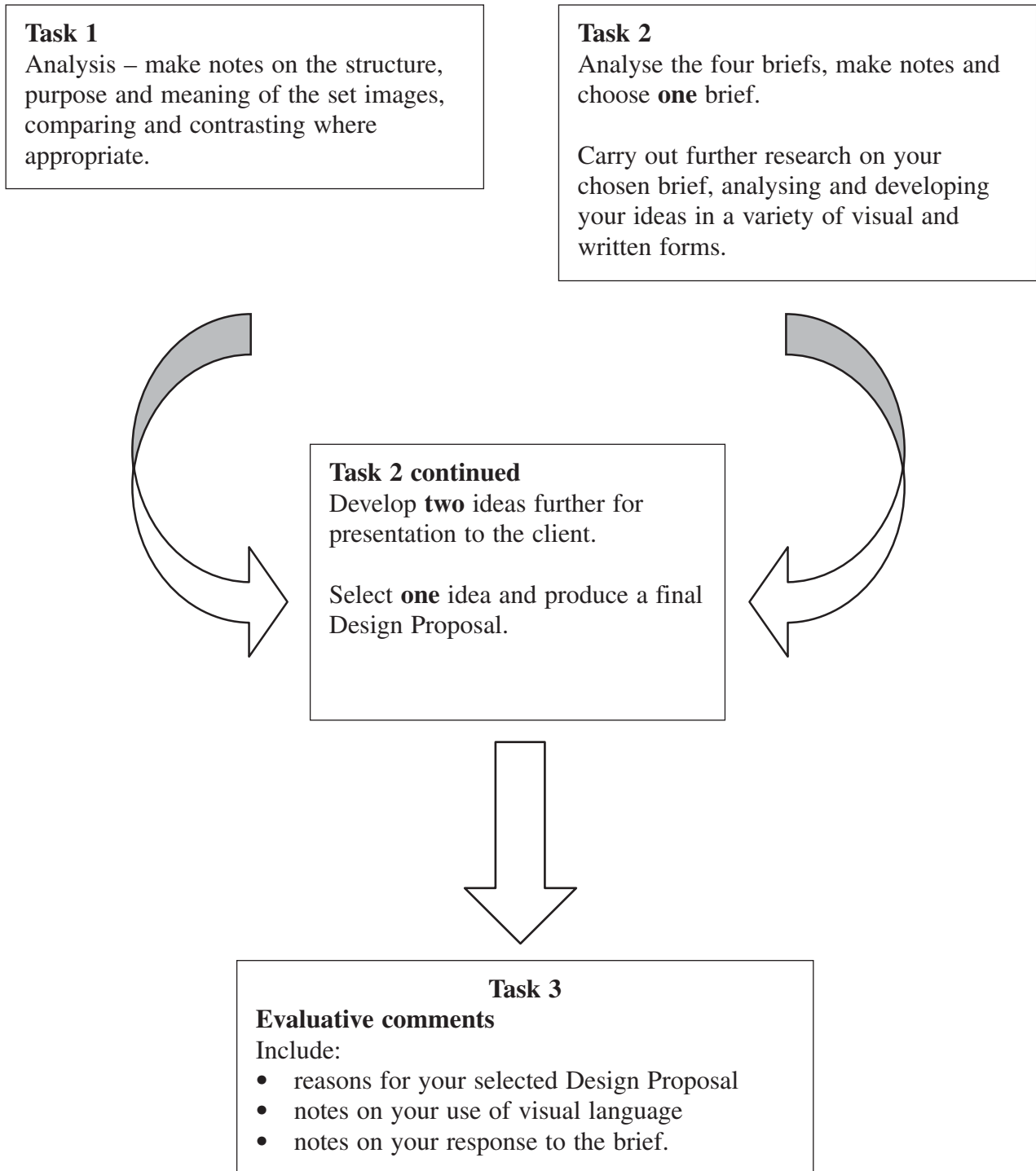
- Your work will be marked out of 60.
- All your work, which includes development work, design ideas and Design Proposal will be marked.

Advice

- You may discuss your ideas with your teacher.
- You should make sure that any media, materials or equipment which you might need are available.
- You should look at examples of the work of other relevant artists, craftspeople and/or designers as part of your research.

This document contains the set images and the tasks that you need to follow for this set brief.

The diagram below summarises the stages that you will need to follow in order to complete this assignment.



Introduction

The set images set out below are the only ones you will use for Task 1 of the assignment. You may also use them as a starting point for the work you undertake in Task 2.

In Task 2, a scenario and four briefs are provided. You should select **one** brief and undertake research related to its requirements. The theme is a British schools' Olympic style games. Your research must include reference to work produced by others and show your understanding of how it has been used to communicate in a visual way. You may wish to research the background of the professionals who produced material that influenced your designs. (It should be noted that not all work in the commercial sector is credited to the artist/designer.)

You should provide evidence of relevant primary and/or secondary research that is shown to influence the development of your project. You should also experiment with media, materials, techniques, processes and technology to develop your ideas and progress to a Design Proposal that you will present to the client. Your work should take note of the relevant constraints identified in both the scenario and the brief that you have selected. The methods that would be used to produce the final piece of work if the client selects your Design Proposal should be taken into account.

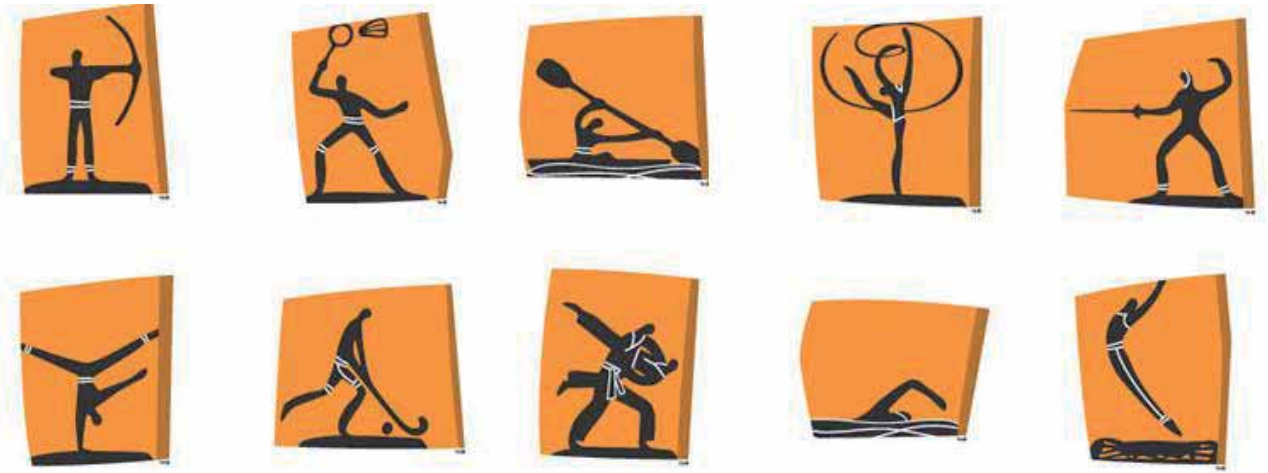
The set images are:

- (a) **Athlete, multiple frame capture**, 'Dartfish' software, recent, computer video application.
- (b) **Pictograms for the Athens Olympics 2004**, Agency: K2 Design Athens.
- (c) **Rome Olympiad, 1960**, Poster for Qantas airlines.
- (d) **Discus-thrower** (*discobolos*), Roman copy of a bronze original of the 5th century BC. From Hadrian's Villa in Tivoli, Lazio, Italy.

AQA is unable to reproduce set image (a) due to copyright restrictions.

(a) **Athlete, multiple frame capture, 'Dartfish' software, recent, computer video application.**

(b) Pictograms for the Athens Olympics 2004, Agency: K2 Design Athens.



Turn over ►

(c) **Rome Olympiad**, 1960, Poster for Qantas airlines.

AQA is unable to reproduce set image (c) due to copyright restrictions.

- (d) **Discus-thrower** (*discobolos*), Roman copy of a bronze original of the 5th century BC. From Hadrian's Villa in Tivoli, Lazio, Italy.

AQA is unable to reproduce set image (d) due to copyright restrictions.

Guidance on the tasks to be completed

Task 1

Analysis of set images

Research the set images and provide, in note form, a written analysis of the way in which visual language has been used to convey messages and meaning, comparing and contrasting where appropriate. You are reminded that no more than 20% of the marks for this assignment can be gained from Task 1. You should concentrate on the following.

Structure:

- the media, materials and techniques used to produce the pieces of work
- the formal elements and the ways in which they have contributed to the structure of the pieces of work
- the degree to which realism, abstraction and stylisation have been employed in the structure.

Purpose:

- why the set images were produced
- the contexts within which the set images were produced, eg cultural, geographic, historical
- the type of viewer/audience for whom they were produced.

Meaning:

- how visual language is used to communicate ideas
- how signs, symbols, images, and their use together, or in isolation, can:
 - state facts
 - give information
 - send messages
 - transmit meaning.

Task 2

The Project Brief

Scenario

A British schools' Olympic style games is to be staged in an English city and funded by UK Sport and The National Lottery. In some ways, this will be a rehearsal for the London Olympic Games of 2012. UK Sport has asked for four design briefs to be considered for the event, the theme of which is 'youthful aspiration across the nation'.

Select **one** of the following briefs and carry out research related to that brief, collecting relevant images and information. Research and analyse similar designs elsewhere before you begin the development of your ideas. Develop initial ideas making thumbnail sketches/visuals and notes. From these notes and initial ideas, select **two** ideas to take forward. Designs that are simply copies of other designs will gain little credit.

Develop your **two** ideas to present to the client in a format relevant to the brief. The presentation must include specific notes relating to alternative colourways and dimensions. From these **two** ideas, you will develop **one** idea into your final Design Proposal. This should have appropriate annotation, and will contain all the elements of image and text, as appropriate, to meet the requirements of the brief.

Brief 1 Constructed rostrum

The rostrum will eventually be constructed from appropriate materials and will explore themes such as upward movement (aspiration). There will be three platforms; each will be 1 m wide × 1 m deep ascending from the previous platform. The whole construction will be no more than 4 m high. From your research, produce initial sketches for the rostrum and include notes on construction, joining and assembly. From these sketches develop **two** design ideas for presentation to the client.

Your final Design Proposal, chosen from your two design ideas, should be to scale, accompanied by added explanatory notes for presentation to the client.

Brief 2 Pictograms

Visual communication devices are used in order that people can be directed to different sporting events. From your initial research, notes, and thumbnail drawings, develop **two** possible groups of six pictograms. The pictograms should have a youthful theme and should depict events of your choice. You should explore colourways as well as unity with regard to the relationships between the forms that make up the pictograms.

Your final Design Proposal, chosen from your **two** sets of design ideas, should be accompanied by added explanatory notes for presentation to the client.

Brief 3 Programme front cover

The event programme will be a souvenir for many people. The front cover will eventually be A5 but your initial ideas and research should lead to **two** developed A4 images for eventual printing in CYMK colour. The theme should be 'youthful aspiration' and the cover title should be '**British Schools Olympics 2008**'. The logo(s) of the sponsor(s) should be included in your designs (you may use a relevant logo of your choice).

Your final Design Proposal, chosen from your two design ideas, should incorporate the sponsor's logo and should be accompanied by explanatory notes for presentation to the client.

Brief 4 Public Art

The British Schools Olympics 2008 event will be commemorated by a piece of permanent or temporary public art. It may be abstract, realistic or a stylised image or images. Make initial sketches and notes based on your research of the subject and produce **two** presentation drawings or maquettes. The theme should be aspiration and/or growth. The site where the piece is to be placed is close to a 400 m running track.

Your final Design Proposal, chosen from your two design ideas, should be to scale and should be accompanied by explanatory notes for presentation to the client.

Task 3**Evaluation**

This will include all of the evaluative comments which you consider to be relevant to justify your final Design Proposal to the client.

This should include:

- reasons for your selected final Design Proposal
- how you have used visual language to convey purpose and meaning
- how you have managed the considerations of the brief.

Turn over for the Assessment Criteria

Turn over ►

Assessment Criteria: Unit 5 Professional practice, communication and meaning

You need to produce a portfolio of work in response to the externally set assignment. The work must be completed in response to the set images and brief and **must** include the following:

- a written analysis of the set images, identifying the use of visual language to convey messages and meaning; (AO1, AO3)

Assessment Objective	<i>The candidate:</i> Mark band 1	<i>The candidate:</i> Mark band 2
<p>AO1 12 marks Applying knowledge and understanding of others' practice.</p> <p><i>Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work.</i></p>	<ul style="list-style-type: none"> • carries out a basic analysis of the purpose of the set images and the message and meaning they convey. • produces brief, descriptive, supporting notes. <p>(1–3 marks)</p>	<ul style="list-style-type: none"> • plans, organises and carries out a relevant analysis of the purpose of the set images and the message and meaning they convey, noting structure and content. • produces notes that compare and contrast images and comments on the effectiveness for their intended purpose. <p>(4–6 marks)</p>
<p>AO2(a) 18 marks Applying skills, techniques and understanding.</p> <p><i>Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes.</i></p>	<ul style="list-style-type: none"> • working from set images, carries out simple investigations using a range of media, techniques and technology. • produces work that shows basic ideas using appropriate visual language to convey the required message and meaning. <p>(1–5 marks)</p>	<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of investigations using combinations of media, techniques and technology. • produces work showing relevant ideas that uses appropriate visual language to convey the required message and meaning. <p>(6–9 marks)</p>
<p>AO2(b) 15 marks</p> <p><i>Candidates realise and present work appropriate to its context.</i></p>	<ul style="list-style-type: none"> • shows a basic level of skill and understanding of visual language through experimentation with a range of preliminary work leading to the final design proposal. <p>(1–3 marks)</p>	<ul style="list-style-type: none"> • shows a moderate level of skill and understanding of visual language through refining initial ideas and selectivity in carrying them forward to the final design proposal. <p>(4–7 marks)</p>
<p>AO3 15 marks Analysis, synthesis and evaluation.</p> <p><i>Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.</i></p>	<ul style="list-style-type: none"> • describes how the work meets the requirements of the brief and makes simple suggestions for improvement. <p>(1–3 marks)</p>	<ul style="list-style-type: none"> • explains the effectiveness of the work in meeting the requirements of the brief and makes considered suggestions for improvement. <p>(4–7 marks)</p>

- research and developmental work and final design proposal suitably presented in response to the brief; (AO2(a), AO2(b))
- comments relating to the work undertaken. (AO3)

<i>The candidate:</i>	Mark band 3	<i>The candidate:</i>	Mark band 4
<ul style="list-style-type: none"> • plans, organises and carries out a detailed analysis of the purpose of the set images and the message and meaning they convey, identifying structure and how content is communicated. • produces detailed and well-organised notes showing comparison between images and identifying the effectiveness of each one for its intended purpose. <p style="text-align: right;"><i>(7–9 marks)</i></p>		<ul style="list-style-type: none"> • plans, organises and carries out a thorough analysis of the purpose of the set images and the message and meaning they convey, explaining structure and how content is communicated. • produces highly detailed notes which compare and contrast the images evaluating the effectiveness of each one for its intended purpose. <p style="text-align: right;"><i>(10–12 marks)</i></p>	
<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of investigations which make effective use of media, techniques and technology. • produces work which shows a range of ideas using visual language to convey the required message and meaning. <p style="text-align: right;"><i>(10–13 marks)</i></p>		<ul style="list-style-type: none"> • working from set images, plans, organises and carries out a range of complex investigations which make effective and creative use of media, techniques and technology. • produces work which shows a wide range of ideas with effective use of visual language to convey the required message and meaning successfully. <p style="text-align: right;"><i>(14–18 marks)</i></p>	
<ul style="list-style-type: none"> • shows a sound level of skill and understanding of the limitations of visual language by the development of, and experimentation with, different techniques to progress ideas for the final design proposal. <p style="text-align: right;"><i>(8–11 marks)</i></p>		<ul style="list-style-type: none"> • shows a high level of skill and understanding of visual language through in-depth experimentation to produce the aesthetic qualities required for the final design proposal. <p style="text-align: right;"><i>(12–15 marks)</i></p>	
<ul style="list-style-type: none"> • analyses how the work meets the requirements of the brief, making considered suggestions for improvement. <p style="text-align: right;"><i>(8–11 marks)</i></p>		<ul style="list-style-type: none"> • analyses in detail how the effectiveness and aesthetic qualities of the work meet the requirements of the brief, explaining where and how improvements should be made. <p style="text-align: right;"><i>(12–15 marks)</i></p>	

END OF CANDIDATE GUIDANCE

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